

WIDA/GLE Alignment: Grades 1 and 4

Introduction

Development of the Alignments

- The middle school alignments were drafted in 2009-2010 by a group of 18 volunteers, all elementary school teachers, both regular classroom and ESOL. They were revised in 2010-2011 by another group of 7 volunteer elementary classroom and ESOL teachers.
- The project was part of the federally-funded ELL Co-op program, developed by the University of New Hampshire, in partnership with the NH Department of Education Title III Office, the Manchester School District, and the Nashua School District.
- Teachers met four full days each year, working in four groups by content area expertise; special thanks are due to the non-ESOL math, language arts, science, and social studies teachers who provided vital content-area expertise in those subjects.
- The result is an alignment of selected reading, writing, math, science, and social studies Grade Level Expectations (GLEs) with model performance indicators for those subjects, based on the state-adopted ESOL standards.

Goals of the Alignment

1. To give ESOL and content area teachers information that they can use to differentiate instruction by proficiency level.
2. To provide a concrete representation of the WIDA standards so ESOL students have access to all academic content.
3. To define the ESOL curriculum in a way that will focus on the content areas of math, science, social studies, and language arts, and will assist in writing course competencies.
4. To provide a reference of appropriate ESOL teaching strategies for content area teachers.
5. To ensure that ESOL teachers know what content is being taught in content area classes, and that content area teachers know what can be expected of students at a particular level of language proficiency.

New Hampshire's English Language Proficiency Standards

- The standards were developed by the World-Class Instructional Design and Assessment (WIDA) consortium. This consortium consists of 16 states plus the District of Columbia, which have all adopted common English language proficiency standards and assessments.
- There are five standards:

1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
 2. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**.
 3. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**.
 4. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**.
 5. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.
- The format of the WIDA standards is as follows:
 - There are five grade spans: PreK-K, 1-2, 3-5, 6-8, 9-12.
 - Each grade span includes the four language domains of listening, speaking, reading, and writing.
 - There are five language proficiency levels: Entering, Beginning, Developing, Expanding, and Bridging (see Appendix A for descriptions of proficiency levels and a language acquisition chart).
 - Model performance indicators (MPIs) are written for each language domain across the five proficiency levels.
 - WIDA's MPIs provide a framework for creating performance indicators for particular situations, using the topics and strategies needed to implement diverse curricula in diverse classrooms.

Format of the Alignment

- There are three essential elements of a WIDA MPI:
 1. **Language function** is the task ELLs (English language learners) do to demonstrate performance (see Appendix B for appropriate tasks in each subject at each proficiency level).
 2. **Topic** is what the students are expected to communicate (topics come from the selected NH GLEs).
 3. **Support** is the sensory, graphic, or interactive scaffolding used to help ELLs show their knowledge (support is essential through Level 4; optional at Level 5) (see Appendix C for examples of various kinds of supports).
 4. **Examples** are optional; they clarify or extend the meaning of the MPI (e.g., things teachers, students, or texts might say; appropriate supports; subtopics, etc.).
- These WIDA/GLE alignments consist of new MPIs written for the selected GLEs:
 - MPIs were written for all tested GLEs in math, science, reading, writing, and oral communication; they were written for representative topics in social studies.
 - There are five MPIs for each GLE, one for each level of language proficiency.

- The language domains of listening, speaking, reading, and writing are combined in the alignment MPIs.
- The MPIs will need to be adapted; they are meant to be **models**. Teachers should change the topic, the language function, and/or the support as needed (lists of tasks and supports in Appendices B and C are helpful for adapting MPIs).

English Language Learners

All students come to school with different backgrounds. Teachers can never assume that all their students have the same background knowledge, or learn in the same way. What is true of all students is doubly true of English language learners, because they come from much more varied backgrounds.

- Language:
 - All classrooms have students with different dialects and different levels of experience with school language.
 - These differences are greater with ELLs because language is the basic medium of communication in the classroom. Second languages must be taught and learned; it is every teacher's responsibility to help students who are still learning English.
- Culture:
 - Any group has multiple cultures and sub-cultures, often determined by ethnicity, but also by family background, interests and abilities, or social class.
 - Cultural differences among students from different language backgrounds are greater than differences among students who all speak the same language because cultures are closely related to languages. ELLs should be encouraged to maintain their native culture as they learn to live comfortably within a new culture, just as they should be encouraged to maintain their native language as they learn English.
- Family and friends:
 - Teachers recognize the influence of students' families and peers on their behavior, and how this influence creates differences in achievement.
 - ELLs may demonstrate greater differences because they are living with two languages and cultures. Some strongly identify with their family's language and culture, and resist assimilation. Others are so anxious to be "American" that they create communication difficulties with their families. Teachers need to be aware of these issues and help students work through them.
- School experiences:
 - All students come to a particular classroom with different school experiences and expectations. For example, some students are used to

- independent group learning, while others have never done anything except teacher-directed individual work.
 - ELLs may have ways of learning that are very different from any found in U. S. schools, because classroom organization and participation are culturally-determined. Teachers need to respect the school customs that ELLs bring with them, while at the same time helping them learn to participate in different ways.
- Prior knowledge:
 - What one student learns during school is never the same as what another student learns, even if both have gone through the same school.
 - These differences increase greatly for ELLs. They may have gone to schools that put very different emphases on what is important to learn; they may have lost continuity because of attending many different schools; they may have been out of school completely because of wars or other disasters. When teaching ELLs, it is essential to find out what they already know about each new topic introduced, and to provide whatever background knowledge they need to be successful.
- Physical or emotional barriers:
 - Any classroom contains students with special physical, emotional, or learning needs.
 - ELLs may also have physical challenges, emotional problems, or learning difficulties. In addition, language disorders may not be recognized if they are confused with normal second language acquisition processes. Emotional barriers may have been created by trauma or through being uprooted from everything familiar in their lives. Teachers must remember that strategies and accommodations must be adapted for each student's individual needs.

How to Use This Alignment

- Model Performance Indicators are exactly that: *models*; any or all of the three elements can and should be transformed to create PIs that fit specific situations.
- This document will show ESOL teachers exactly what the expectations are for different content areas; the topics of the MPis in each subject area will help them make decisions about what to emphasize as they help students with material from all content areas.
- This document will help content area teachers teach their subjects to ELLs. It is a valuable resource of appropriate tasks and supports: the tasks provide concrete examples of the kinds of things ELLs can be expected to do at each proficiency level; the supports describe sensory, graphic, and interactive strategies that will help ELLs understand and produce the language needed to accomplish the tasks.

- The strengths and needs of ESOL teachers and content area teachers complement each other; they should use each other as resources in order to get the greatest possible benefit from this document.
- This document will help both ESOL and content teachers avoid the common pitfall of “teaching down” to English language learners. ELLs with the necessary prerequisite knowledge can learn grade-level content while their language is still quite limited. Their language output may be rudimentary, but their understanding of concepts can be quite sophisticated.
- In some cases, the needs of particular ELL students cannot be met with this curriculum alignment. For example, students with limited prior formal education will lack background knowledge and literacy skills, which will need to be acquired before they can accomplish many of the tasks in this high school-level alignment. Alignments for all grade levels are being written; teachers should use the alignments that match their students’ working grade levels.

APPENDICES A – C

The information in all the appendices is adapted from the following source:

Gottlieb, M., Cranley, M. E., & Oliver, A. R. (2007)
*Understanding the WIDA English Language Proficiency Standards:
A Resource Guide*

Madison, WI: Board of Regents of the University of Wisconsin System,
on behalf of the WIDA Consortium

http://www.wida.us/standards/Resource_Guide_web.pdf

APPENDIX A

Descriptions of WIDA Language Proficiency Levels

Level 1: Entering

- pictorial or graphic representation of the language of the content areas
- words, phrases, or chunks of language, when presented with sensory, graphic, or interactive support, in one-step commands; directions; WH-, choice, or yes/no questions; or statements.

Level 2: Beginning

- general language related to the content areas (see below for examples of general, specific, and technical language for each content area)
- phrases or short sentences
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication, when presented with sensory, graphic or interactive support, in one- to multiple-step commands, directions, questions, or a series of statements

Level 3: Developing

- general and some specific language of the content areas
- expanded sentences in oral interaction or written paragraphs
- oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with sensory, graphic or interactive support, in oral or written narrative or expository descriptions

Level 4: Expanding

- specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs

- oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication, when presented with sensory, graphic, or interactive support, in oral or written connected discourse

Level 5: Bridging

- specialized or technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports
- oral or written language approaching comparability to that of proficient English peers, when presented in grade level material

Level 6: Reaching

- specialized or technical language reflective of the content areas at grade level
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
- oral or written communication in English comparable to proficient English peers

Examples of General, Specific, and Technical Language

	General	Specific	Technical
Language Arts	person	character	protagonist
Mathematics	in all	total	sum
Science	knee	kneecap	patella
Social Studies	people	population	demographics

Language Acquisition

During language acquisition, learners progress from beginning proficiency to native-speaker-like proficiency on these features:

Beginner		Native-Speaker-Like
Concrete ideas and concepts	<input type="checkbox"/>	Abstract ideas and concepts
Explicit meaning	<input type="checkbox"/>	Implicit meaning
Familiar situations	<input type="checkbox"/>	Unfamiliar situations
Informal registers	<input type="checkbox"/>	Formal registers
General vocabulary	<input type="checkbox"/>	Technical vocabulary
Single words and phrases	<input type="checkbox"/>	Extended discourse
Non-conventional forms	<input type="checkbox"/>	Conventional forms

APPENDIX B

Sample WIDA Language Arts Tasks

NOTE: Each row contains similar tasks on the same topic across five proficiency levels

Genres

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Find information	Sequence events	Sort information	Compare/contrast information	Synthesize information
Respond to events	List events	Describe a series of events	Narrate a series of events	Produce narratives
Match pictures to information	Identify pictures	Make predictions	Sequence pictures	Make connections and draw conclusions
Answer WH- or choice questions	Describe pictures	Provide details of pictures	Develop and enact scenarios from pictures	Make up fantasies

Topics

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Point to show comprehension	Gesture to show comprehension	Follow directions	Respond no-verbally to demonstrate comprehension strategies	Connection information to demonstrate comprehension strategies
Describe self	Compare self with familiar persons	Compare self with characters	Compare self with motives or points of view of characters	Explain differences between self-motives and points of view and those of

				characters
Match labels or identify facts from illustrations and phrases	Identify language association with fact	Sort language associated with fact or opinion	Differentiate between statements of fact and opinion	Identify authors' purpose associated with fact or opinion
Use cues for sounding out words	Match context cues with statements	Use punctuation cues to facilitate fluency	Use self-monitoring and self-correcting strategies to increase fluency	Apply strategies to adjust pace and expression
Produce personal word/phrase list	Create phrases/short sentences from models	Edit and revise guided writing	Editing and revise writing	Self-assess to edit and revise writing

Sample WIDA Mathematics Tasks

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Match prices to visuals	Compare prices	Analyze prices	Predict prices	Make conditional purchases of goods
Repeat information	Paraphrase information	Connection new information to previous experience	Explain or discusses uses of information	Integrate or synthesize information
Recreate drawings	Create drawings	Construct drawings	Reproduce models	Build models
Label parts	Describe parts	Give step-by-step process	Describe strategies for solving problems	Create original problems
State words	Use general vocabulary	Relate multiple uses of specific vocabulary	Paraphrase math sentences	Explain ways to solving problems
Identify numbers from pictures and models	Identify numbers from pictures, models, phrases, or short sentences	Sort numbers	Compare numbers	Match situations to use of numbers
Reproduce names of shapes	Make lists of real-world examples of shapes	Describe attributes of shapes	Compare/contrast attributes of shapes	Incorporate descriptions of shapes into real-world situations

Sample WIDA Science Tasks

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Choose foods	Classify foods	Compare foods	Evaluate choices of foods	Design meals
Organize and identify natural phenomena	Describe natural phenomena	Categorize natural phenomena	Compare natural phenomena	Discuss and explain relationships among natural phenomena
Sort objects	Identify ways to conserve	Sequence pictures and sentences to illustrate conservation	Find solutions to conservation issues	Research ways to conserve
Label features of Earth	Classify features of Earth	Describe features of Earth	Differentiate features of Earth in past, present, or future	Compose multiple paragraphs about Earth's features
Identify examples	Distinguish among examples	Identify changes	Hypothesize change	Determine relationships
Answer questions about systems	Classify or give examples of parts of systems	Describe functions of systems	Discuss importance of systems	Imagine how changes affect systems
Match pictures of earth materials with vocabulary	Sort descriptive phrases according to pictures of earth materials	Differentiate among earth materials	Interpret information on earth materials	Apply information on earth materials
Copy names of objects	Describe features of objects	Compare/contrast objects	Discussion relationships between objects	Evaluate potential usefulness of objects

Sample WIDA Social Studies Tasks

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Identify tools or artifacts	Identify uses of tools or artifacts	Match pictures of tools or artifacts with their environments	Re-enact the past using tools and artifacts	Interpret work of anthropologist through role play
Locate and show places on maps or globes	Define locations of places on maps or globes	Detail locations of places on maps or globes	Give directions from one place to another on maps or globes	Give explanations for places/locations on maps or globes
Trace routes on globes or maps	Match routes on globes or maps to text	Organize information on routes	Compare information on routes	Identify reasons or explanations for routes
Reproduce historical highlights from timelines	Create phrases or short sentences from timelines	Create related sentences based on timelines	Produce reports by summarizing information	Compose historical documentaries from multiple sources
Provide information	Give examples	State reasons	Compare/contrast accomplishments	Explain contributions to history
Match events with illustrations and labels	Identify features, people, or events depicted in illustrations	Compare/contrast different time periods	Interpret effects of events on people's lives	Detect trends based on historical events
Label features of communities or regions	Describe communities or regions	Compare/contrast communities or regions	Discussion relationships between communities or regions	Analyze resources of communities or regions

Appendix C

WIDA Supports

Sensory	Graphic	Interactive
<ul style="list-style-type: none">• real-life objects (realia)• manipulatives• pictures and photographs• illustrations, diagrams, and drawings• magazines and newspapers• physical activities• videos and films• broadcasts• models and figures	<ul style="list-style-type: none">• charts• graphic organizers• tables• graphs• number lines	<ul style="list-style-type: none">• in pairs or partners• in triads or small groups• in a whole group• using cooperative group structures• with the Internet (websites) or software programs• in the native language (L1)• with mentors